

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with introduction that concerns with background of research, research question, purposes of the research, significance of the research, rationale, hypothesis and methodology of the research.

A. Background of Research

Developing clear and accurate expression through writing presents main problems for most students with learning difficulties (Westwood, 2008:56). Written language is perhaps the most difficult of language skills to gain because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes. As Westwood (2008:57) explains that competence in writing relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. By mastering the multiple components of writing, the writers can develop their ability to create a good written text.

In fact, the writing components above cannot be mastered by all writers. In addition, Westwood (2008:58) states that there are two types of writers: proficient writers and less competent writers. Proficient writers demonstrate appropriate strategies for organizing their material and presenting their ideas in a clear, detailed and interesting manner to engage their audience (Saddler & Graham, 2007). Whereas, less competent writers display none of these characters and

abilities. They find the task of writing very difficult and their lack of skill results in minimal work output (Westwood, 2008:59).

Motivation and anxiety problems often accompany the process of writing for those who are not proficient, and can seriously interface with the quality and quantity of text the students produce (Lindstrom, 2007). In fact, the problems are caused by the students' lack of understanding toward appropriate strategy to improve their writing ability. For instance, based on the interview with the English teacher of the eleventh grade of SMA Darul Falah Cihampelas, Resmiati, the standard minimum score for writing is 70. However, based on the list score that has gotten from the English teacher (see Appendix 1), from 38 students, there are only 18 students who passed the standard minimum score. It proves that the students' writing ability at the eleventh grade of SMA Darul Falah Cihampelas is still low. Therefore, they need an interesting strategy that can help them think productively before writing, sequence their ideas logically, add relevant detail, impose structure on their text, and then review and improve their first draft.

One of the strategies that can be used by the teachers to improve the students' writing ability is POW and TREE strategy. It is one of the strategies of the Self-Regulated Strategy Development (SRSD) approach researched by Karen Harris and Steve Graham. Students are taught how to use self-regulation procedures, self-monitoring, self instruction, and self-reinforcement to manage the writing process. Students with learning difficulties especially in writing ability can be helped by using this strategy. POW stands for Pick an idea, Organize notes and Write and say more. TREE is used for opinion essays. It stands for Topic

sentence, Reasons- 3 or more, Explain the reasons more detail and End with a good summary.

The previous researches have been conducted to discuss this kind of this study, the use of POW and TREE strategy. Wiyanti (2013) has researched POW and TREE strategy before. The research shows that this strategy can be effective to help students to generate their ideas and remember the generic structure of argumentative text. Another research is done in secondary students by Mills (2008) proved by using POW and TREE strategy, students' performance on writing such as number of words, number of paragraphs, number of essay parts, and holistic quality score was increased.

According to the problem and the previous researches above, the researcher is interested to do a research using POW and TREE strategy to improve students' writing ability of argumentative text. In detailed, the research is entitled **"The Use of POW and TREE Strategy to Improve Students' Writing Ability of Argumentative Text"** (A Quasi Experimental Study at the Eleventh Grade of SMA Darul Falah Cihampelas).

B. Research Question

Based on the background of the study above, the research questions can be formulated as below:

1. How is the students' writing ability of argumentative text using POW and TREE strategy?
2. How is the students' writing ability of argumentative text using Free Writing strategy?

3. How significant is the difference between the students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy?

C. Purpose of the Research

In line with the research question, the aims of this study are:

1. To find out the students' writing ability of argumentative text using POW and TREE strategy.
2. To find out the students' writing ability of argumentative text using Free Writing strategy.
3. To measure the significant difference between the students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

D. Significances of the Research

This research is expected to provide theoretical, practical, and policy-based significances.

1. Theoretical Significance

For the teachers, the result of this study can give them information about strategy in teaching writing ability of argumentative text as well as prove the theory of Harris and Graham that POW and TREE strategy is effective to improve students' writing ability of opinion essay.

2. Practical Significance

The result of this study is expected to give teachers another teaching strategy so that they can be more creative in implementing the writing teaching especially argumentative text and to help students with learning difficulties in writing ability of argumentative text.

3. Policy-Based Significance

The significance of this research in Policy-Based Significance is to give a new policy in teaching writing ability of argumentative text and give other references to someone who makes study about the same case.

E. Rationale

According to Brown (2007:81), “writing is a complex activity involving many skills to determine ideas and to transfer the ideas into a piece of a paper clearly and comprehensibly for the reader”. Whereas, Westwood (2008: 56) says that “writing involves complex thinking that must integrate all of the components such as the topics or themes, word choices, organization, purpose, audience, clarity, sequence, cohesion, and transcription”. In other words, writing can be defined as a language skill which is used to communicate indirectly, not face to face with others. Therefore, a writer must be able to maximize idea, language structure and vocabulary.

In order to be able to produce a good writing, a writer should pay attention to a writing process. In addition, Harmer (2004:5) states that there are four steps in writing process: planning, drafting, editing and final draft. Writing ability in different genres and for different purposes relies heavily on possession of

adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Rief (2006, in Westwood, 2008:56) states that “the ability to generate ideas and organize appropriate content for writing also needs some measures of creativity and imagination”.

This research focused on writing of argumentative text. Argumentative text is a text that is used to express the reason for the writer opinion, idea, belief, etc. (Phar & Buscemi, 2005:424). The purposes of argumentative text are: to show advantages and disadvantages; to express opinions/providing solutions of the problems; to express arguments for and against a topic; and to compare and contrast something or somebody.

POW and TREE strategy is one of the strategies of the Self-Regulated Strategy Development (SRSD) approach. Students are taught how to use self-regulation procedures, self-monitoring, self instruction, and self-reinforcement to manage the writing process (Mason, Kubina & Taft, 2011:206). Students with learning difficulties especially in writing ability can be helped by using this strategy. POW stands for: Pick an idea, Organize notes, and Write and say more. TREE is used for opinion essays. It stands for: Topic sentence, Reasons- 3 or more, Explain the reasons more detail, End with a good summary. The researcher believed that POW and TREE strategy can be used to help students in developing their ability in writing especially in writing of argumentative text.

Finally, the conclusion of the grand theories above can be presented in the research framework as follows.

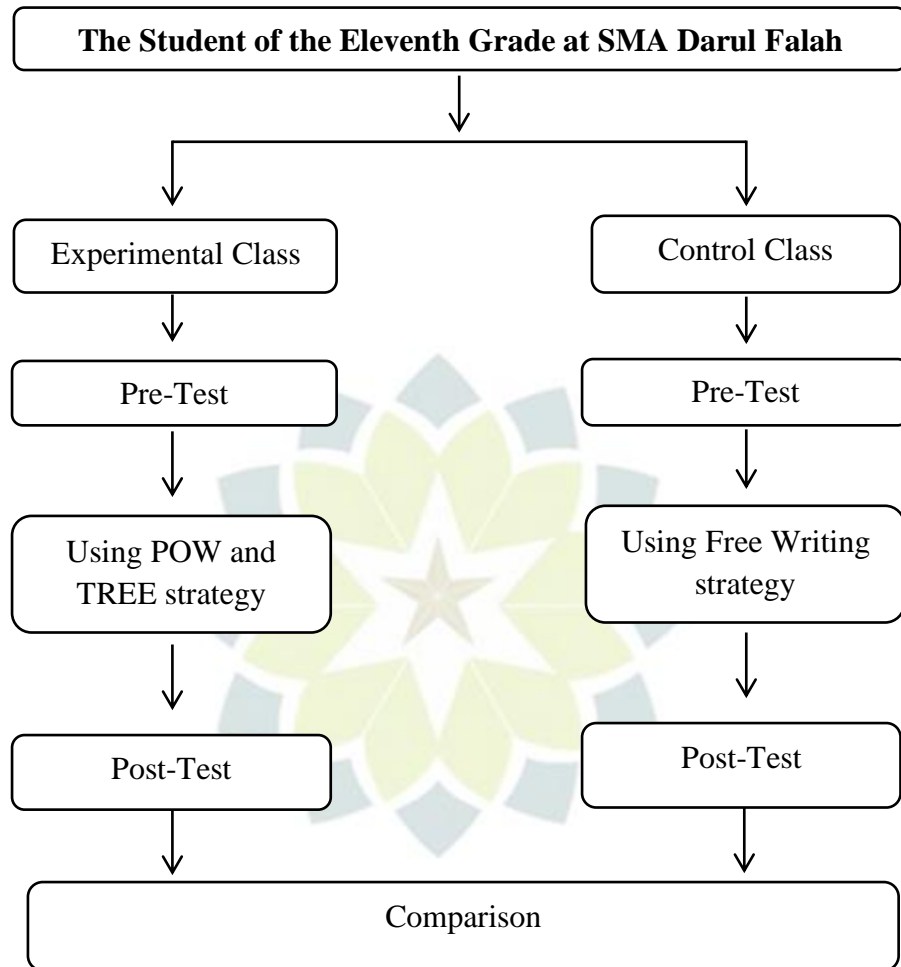


Figure 1.1 Research Framework

Based on the research framework presented in the figure 1.1 above, the process of this research consists of three key steps; firstly giving pre-test, secondly teaching writing ability of argumentative text, and lastly giving post-test. The results of those steps will provide the answer for question of significant difference between students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy as conventional strategy.

F. Hypothesis

According to Creswell (2012:111), “hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics”. Therefore, a statistical procedure or a hypothesis testing is designed to test the prediction. Testing hypothesis is essential to find out whether the researcher’s assumption is accepted or not.

The study decides to analyze two variables. Those are about using POW and TREE strategy (X) and writing ability of argumentative text (Y). In addition, Cohen, Manion and Morrison (2007:515) states that “typically hypothesis is divided into two types: Null Hypothesis (Ho) and Alternative Hypothesis (Ha)”.

Ho: There is no significant difference between the students’ writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

Ha: There is a significant difference between students’ writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

The hypothesis of this research can be formulated as follows:

1. Ho accepted if $t_{\text{counted}} < t_{\text{table}}$

It means that there is no significant different between the students’ writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

2. H_a accepted if $t_{\text{counted}} > t_{\text{table}}$

It means that there is a significant difference between the students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

G. Research Method

1. Research Design

The study of this research used quantitative method. Quantitative method means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2009:22).

The researcher's specific focus of this study is quasi experimental with pre-test and post-test design. Quasi experimental design is when the researcher uses control and experimental class but does not randomly assign participants to group (Creswell, 2009:140). The design is chosen because it is appropriate with the study. In addition, both control and experimental class are given pre-test and post-test, while the experimental group receives some treatments before accomplish the post test. According to Creswell (2009:150), the formula of quasi-experimental design is illustrated as follows:

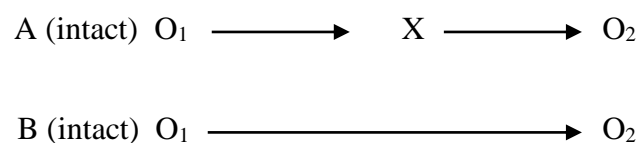


Figure 1.2 Quasi Experimental Design

Note: A : Non-randomized experimental class
 B : Non-randomized control class
 X : Treatment
 O₁ : Pre-test
 O₂ : Post-test

2. Research Procedure

According to Creswell (2012:170), there are five key steps in the process of quantitative data collection. The detail explanation of the steps is presented in the following sections.

The first step is obtaining permission from the important parties of SMA Darul Falah Cihampelas, Bandung Barat such as the headmaster, curriculum staff and English teacher. The next step is selecting two classes of the eleventh grade of SMA Darul Falah Cihampelas as the research participants. Both classes will be divided with no random into two groups; experimental group and control group. Then, the third step is preparing writing ability of argumentative text test as research instrument to be used for pre-test and post-test. Afterwards, the instruments is selected to net good data for the research. Finally, the last step is collecting the data which is appropriate with the procedure of research design selected.

Additionally, in this quasi experimental research, there are three steps of data collection; conducting pre-test to both experimental class and control class, giving treatment using POW and TREE strategy to experimental group, teaching

writing ability of argumentative text using Free Writing strategy as conventional strategy to control class, and conducting post-test to the two groups. To make the research process more understandable, here is the table of research schedule that lists some activities in collecting data.

Table 1.1 Research Schedule

No.	Meeting	Activities	Target
1.	1 st Meeting	Collecting school data of SMA Darul Falah Cihampelas	School Stakeholders
		Giving Pre-test	Students of XI MIPA 3 (experimental class) and XI MIPA 5 (control class)
2.	2 nd Meeting	Explaining about argumentative text: a. Definition b. Purpose c. General structure d. Example	Experimental class
			Control class
3.	3 rd Meeting	Treatment with POW and TREE strategy	Experimental class
		Treatment with Free Writing	Control class
4.	4 th Meeting	Treatment with POW and TREE strategy	Experimental class
		Treatment with Free Writing	Control class
5.	5 th Meeting	Giving Post-test	Students of XI MIPA 3 (experimental class) and XI MIPA 5 (control class)

After gaining the pre-test and post-test scores, the data is analyzed using statistics then the results are reported in form of tables or figures along with its explanation of the data interpretation. At the final step, the interpreted results are concluded related to the research questions. The explanation for each finding, which is based on hypotheses test result, and suggestions are also provided in the last chapter of the research that is conclusions and suggestions.

3. Research Subject

a. Research Site

This research will be conducted in SMA Darul Falah, Desa Cihampelas, Kec. Cihampelas, Kab. Bandung Barat. The school is chosen by the researcher because it is the school where the researcher did the teaching practice at the integrated community service program 2015 so that the researcher knows the characteristics of the students and has a good relationship with the teachers and the staffs. These give the researcher easy access to do the research there. Besides that, the researcher also found a problem related to the students' writing ability that is assumed enable to be solved by POW and TREE strategy, especially in writing argumentative text issue. In addition, the projector is available in the classroom which makes the researcher easier to give the treatment.

b. Population

Population is a group of individuals who have the same characteristics (Creswell, 2012:142). The population of this research is the eleventh grade of

SMA Darul Falah Cihampelas, Kec. Cihampelas, Kab. Bandung Barat in academic year 2015/2016.

c. Sample

Sample is a small group of the target population that the researcher plans to research for making generalization about the target population (Creswell, 2012:142).

The technique of determining sample in this research is purposive sampling. According to Gall, Borg and Gall (2003:178), purposive sampling is when a researcher chooses specific people within the population to use for a particular research project. In other words, purposive sampling means when units from a prespecified group are purposively sought out and sampled. The idea behind purposive sampling is to concentrate on people with particular characteristics who will be able to assist with the relevant research.

The samples of this research are two classes which are chosen from the population. The first group is XI MIPA 3 as the experimental class and the second is XI MIPA 5 as the control class. These classes are selected based on the recommendation from the English teacher who teaches all XI classes. Both XI MIPA 3 and XI MIPA 5 are reported having almost equal average scores of English subject. Each class has at least 30 students so that the researcher took them as the participants.

4. Technique for Collecting Data

The research employs writing tests as its instrument. All students both experimental group and control group get pre-test and post-test. In experimental group after getting a pre-test they get a treatment of POW and TREE strategy, whereas in control group the students do not get the treatment. And in the end of the treatment the students get a post-test. The techniques used in collecting data are:

a. Pre-test

According to Creswell (2012: 297), “a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment”. The purpose of pre-test is to measure the students’ writing ability of argumentative text at the eleventh grade of SMA Darul Falah, Cihampelas before the experimental manipulation is implemented. Argumentative text is the material in pre-test. Pre-test in this research is conducted in one time meeting. There are two classes that are given pre-test, experimental class and control class. Each class has at least 30 students. The students are asked by the researcher to write an argumentative text.

b. Post-Test

Creswell (2012: 297) states that “a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment”. Post-test is the same test as the pre-test, but it was given after the experimental manipulation has been implemented. The purpose of

post-test is to measure the significant difference on the students' writing ability of argumentative text at the eleventh grade of SMA Darul Falah, Champelas using POW and TREE strategy.

5. Data Analysis

Process of analysis data is conducted after all research data is collected which involve several statistical processes. In analyzing the data, particularly pre-test and post-test score, the researcher use the following statistical steps.

- a. Calculating the mean (\bar{X}) by using the formula:

$$\bar{x} = \frac{\sum X}{n}$$

(Haltz and Lazaraton, 1991:162)

- b. Calculating standard deviation (S) by using formula:

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$$

(Haltz and Lazaraton, 1991:173)

- c. Testing normality of data with Kolmogorov-Smirnov test by conducting the following steps: (Rahayu, 2014:77)

- 1) Making the table of Kolmogorov-Smirnov Test

Table 1.2 Kolmogorov-Smirnov Test

No	X_i	$Z = \frac{X_i - \bar{X}}{S}$	F_T (Z table)	F_S	$F_T - F_S$

- 2) Determining $|F_T - F_S|_{maximum}$
 - 3) Determining the score of Kolmogorov-Smirnov (KS) table on significance 5% or ($\alpha = 0,05$)
 - 4) Determining normality of data with criteria:
 - If $|F_T - F_S|_{maximum} < KS \text{ table}$, the data is normal.
 - If $|F_T - F_S|_{maximum} > KS \text{ table}$, the data is abnormal.
- d. Testing homogeneity of variance with F-test: (Kariadinata, 2010:35)
- 1) Determining score F_{count} using the formula:

$$F_{count} = \frac{s_1^2}{s_2^2}$$
 - 2) Determining the degree of freedom:

$$dk1 = nA - 1$$

$$dk2 = nB - 1$$
 - 3) Determining score of F_{table} with the value of significance 5% or ($\alpha = 0,05$)
 - 4) Determining homogeneity of data with criteria:
 - If $F_{count} < F_{table}$, it means the two variances are homogeneity.
 - If $F_{count} > F_{table}$, it means the two variances are not homogeneity.
- e. Testing hypothesis with t-test formula: (Haltz and Lazaraton, 1991:234)
- 1) Testing the differences between the mean of post-test in experimental class and control class using formula:

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

\bar{X}_1 = the mean of post-test in experimental class

\bar{X}_2 = the mean of post-test in control class

n = the total number of each class

Where,

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

s_1^2 = the post-test standar deviation of the experimental class

s_2^2 = the post-test standar deviation of the control class

- 2) Determining the score of t_{table} with the level of significance 5% using interpolation:

$$t_{table} = t_{(1-\frac{1}{2}\alpha)(dk_1+dk_2-2)}$$

- 3) Determining the Hypothesis:

- (1) H_0 accepted if $t_{counted} < t_{table}$

It means that there is no significant different between the students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.

- (2) H_a accepted if $t_{counted} > t_{table}$

It means that there is a significant difference between the students' writing ability of argumentative text using POW and TREE strategy and using Free Writing strategy.